

LOCAL EDUCATION AGENCY
STRATEGIC LONG RANGE TECHNOLOGY PLAN

PLAN TERM: Begins: August 2005 Ends: May 2008

The Applicant Agency*

ARIZONA STATE SCHOOLS FOR THE DEAF AND BLIND

Developing a comprehensive technology plan, based on the educational goals of the school system, will ensure that the most appropriate technologies are effectively infused in your instructional and/or administrative programs. Thorough planning also ensures that all parties have equitable access and achieve the greatest benefit from routine use of educational technology. The comprehensive technology plan should demonstrate clear targets for technology use, spell out desired goals for learners, create visions for future directions, build "buy-in" from stakeholders, and demonstrate to those who might provide funding that a district or charter holder is ready to act.

School Districts, Consortia or Charter Schools (LEAs) who apply for technology funding through any Federal grant program, are required to have developed a comprehensive, three-year to five-year plan, which outlines how the agency intends to utilize and integrate educational technology.

The applying agency (check all that apply)

X is compliant with the provisions of the Children's Internet Protection Act (CIPA).

_____ will be CIPA compliant by this date. _____

_____ has applied for E-Rate Funding for FY 2004.

The LEA's comprehensive technology plan must be approved by the local governing board(s). (The plan must be approved by the local governing board before funds will be released.)

Date the plan was approved: _____

OR

Date the plan is to be submitted for board approval: **October 6, 2005**

Certified by:

Signature of Authorized School System Agent (signed in blue ink) Date of Signature

Dr. Harold E. Hoff, Superintendent

Printed Name and Title

LEA Profile

LEA Profile	
LEA NAME: Arizona State Schools for the Deaf and the Blind	
CTDS: 001202000	
NUMBER OF SCHOOLS IN LEA	3 site-based schools 5 regional cooperatives
NUMBER OF TEACHERS	Site-based: 138 Regional Coops: 121
NUMBER OF STUDENTS ENROLLED	Site-based: 561 Regional Coops: 1299
PERCENT OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH	69%
TITLE I POVERTY LEVEL	69%
TEACHER / STUDENT RATIO	1:4
STUDENT / COMPUTER RATIO	3:1
NUMBER OF SCHOOLS IDENTIFIED AS EXCELLING	N/A - met AYP
NUMBER OF SCHOOLS IDENTIFIED AS IMPROVING	N/A - met AYP
NUMBER OF SCHOOLS IDENTIFIED AS MAINTAINING PERFORMANCE	N/A - met AYP
NUMBER OF SCHOOLS IDENTIFIED AS UNDERPERFORMING	N/A - met AYP
BASED ON CENSUS TRACT INFORMATION, IS YOUR ENTITY RURAL OR URBAN	Urban / Rural (We serve students across the State of Arizona.)

District Technology Coordinator/Contact

Name: Samuel Ace	Telephone #: (520) 770-3202
School District: Arizona State. Schools for the Deaf and the Blind	Fax #: (520) 770.3788
Address: PO Box 85000 Tucson, AZ 85754	E-mail: sace@asdb.state.az.us

VISION AND MISSION STATEMENTS

Vision Statement

The Arizona State Schools for the Deaf and Blind will provide students and staff a technology-rich environment that emphasizes equal access to information for individuals with sensory impairments so that they may participate in the general curriculum and continuous life-long learning.

Mission Statement

ASDB will provide access to technology for all students to accommodate their learning. Staff members will be trained to lead and support the students' educational needs in all curricular areas. ASDB students will use technology as a tool to meet educational objectives and standards. All students will integrate technology into their everyday lives as a means of achieving literacy, communication and recreation. Technology will be integrated into the curriculum, and assistive technologies will provide equal access to those not able to access technology through traditional means.

TECHNOLOGY COMMITTEE

LEA Technology Committee		
Member	Title	Constituency Represented
Samuel Ace	Supervising Teacher, Career and Technical Education	Educational, Assistive Technology - ASDB, Career and Technical Education ("CTE"), Tucson Campus
Lori Elliott	Library/Media Specialist III	Phoenix Campus, Phoenix Day School for the Deaf ("PDSD")
Sharon Lunger	Director, Career and Technical Education	Tucson Campus - CTE
Doris Woltman	Compliance Officer	ASDB Agency
Tammy Kelly-Meixner	Fiscal Services Specialist III	ASDB Agency Finance
Murry Everson	ASDB Tucson-Parent	ASDB - Tucson
Charlene Turman	Technology Teacher	Tucson Campus
Todd Hlavacek	Community Member	ASDB - Tucson
Amy King	Technology Teacher	Phoenix Campus, PSDS
Raymond Baesler, Chris Waite, Judy Robbins, Dennis Cobb, Terri Spangler, Carolyn Lefever	PDSD Teachers Technology Mentors	Phoenix Campus, PSDS
Gabino Lares	Technology Teacher	Tucson Campus - CTE
Mark Sankey	ASDB-Tucson Parent	Tucson Campus
Robert Hill	Assistant Superintendent for Curriculum and	ASDB Agency

	Instruction	
Dr. Hal Hoff	Superintendent	ASDB Agency
Jon Howe	Supervising Teacher, SER Coop	ASDB – Southeast Regional Cooperative
Dave Tamminga	Informational Technologies Coordinator	ASDB – Informational Technologies
Peg Hartman	Librarian	Tucson Campus
Kathy Kreimeyer	Staff Development Specialist	ASDB Agency
Alberto Carreto	Student	Tucson Campus – ASB
Dorinda Rife	Principal	Tucson Campus, ASB
Sue Hunter	Principal	Tucson Campus, ASD
Bradley Knudson	Principal	Phoenix Campus, PDSB

Long-term role of the Committee:

ASDB is a state-wide agency comprised of three site-based schools and five regional cooperatives. The site-based schools are Arizona School for the Blind (“ASB”) and Arizona School for the Deaf (“ASD”) on the Tucson campus, and Phoenix Day School for the Deaf (“PDSB”) on the Phoenix campus. ASDB provides preschool services throughout the State of Arizona at site-based preschools and in each of ASDB's Regional Cooperative programs. ASDB's site-based preschool programs are the Center for Hearing Impaired Children (CHIC) in Phoenix, Tucson and Yuma. The Visually Impaired Preschool (VIP) has sites in Phoenix and Tucson.

Career and Technical Education (“CTE”) provides students in both ASD and ASB on the Tucson campus with technology training, job readiness, preparation and placement, as well as other transitional/vocational training. The CTE staff also trains Tucson campus teachers in the use of Agency technologies. The PDSB technology staff does the same tasks for the Phoenix campus.

The five regional cooperatives serve students with sensory impairments in public schools throughout the state. Their territory covers Yuma to the west, Flagstaff to the north, Sierra Vista to the south, and all areas in between. We have attempted to include members on the committee from all stakeholder groups – administrators, technology personnel, parents, teachers, students and community members. Members are from Tucson, Phoenix, as well as the regional programs. Members are expected to offer feedback, monitor progress on assigned goals and evaluate progress. The committee will be responsible for oversight, implementation and evaluation of the plan. The committee will continue to refine the goals based on available funding.

The committee will meet quarterly (September, December, February, May) to review implementation and progress, and to make changes in the plan if necessary.

NEEDS ASSESSMENT

a. Curriculum Integration

At the site-based schools, students have access to technology in their classrooms and computer labs. Computer instruction is taught by a specialized technology teacher, either in a computer class, or with a technology teacher who teams with the regular classroom teacher. Not all students have technology classes on a regular basis. Technology instruction and integration also both take place in regular classrooms. SmartBoard technologies, multimedia materials, and use of the

Internet are incorporated into teaching strategies in the ASB, ASD and PDSB. Students with multiple disabilities also have access to communication boards, alternative keyboards and adaptive software. In the School for the Blind (ASB), several teachers download textbooks directly into students' Braille notetakers or laptops. Students access the materials through the use of refreshable Braille displays or screen readers. Totally blind students are using other technologies, such as GPS systems for Orientation and Mobility, as add-ons to their Braille notetakers.

The amount of time focused on technology is often dependent on the technical skill of the classroom instructors and the support that the teachers receive for curriculum integration from the technology teachers. Technology peer coaches have been in place for the past year to provide one-on-one assistance to teachers to help with implementing new technology into the curriculum. There are six coaches at PDSB, three at ASD, and three at ASB.

The School for the Blind, Tucson Campus (ASB) integrates assistive technologies into all curricula. ASB teachers have focused instruction on the state academic standards and have a good understanding of the standards and how to develop them into lesson plans. The Arizona State Standards in the area of technology are available to all teachers. A standards-based technology checklist to assess skill development has been implemented in technology classes at PDSB, ASD and ASB. Again, assistive technology integration is stressed for ASB.

The library on the Tucson campus serves as a Regional Adult Education Center for the Captioned Media Program, and provides free-loan captioned media services to members in the Western United States (eleven states). Teacher members on the Tucson campus have access to materials for direct instructional use. If the Tucson campus acquires increased bandwidth, the Captioned Media Program will be able to stream video directly to classrooms.

The library also serves as a Digital Talking Book repository for the National Library Service for the Blind and Physically Handicapped (NLS), a division of the Library of Congress. The library currently maintains a large inventory of books on tape, as well as the tape players used to play them. Students are able to sign up with NLS for no cost to receive books both at school and at home. The ASB library is involved with the transition by NLS from tape to digital books. Starting in 2008, NLS will begin distributing books in digital form on flash memory media. They will also be distributing digital book readers to accommodate the new format. The agency will be involved with training teachers and students to use the new technology as it becomes available.

Students with a documented visual impairment can also access books in electronic form through the NLS Web-Braille website and other web-based book sites such as *Bookshare.org* and *Gutenberg.org*. Students regularly download books in electronic form directly to Braille Notetakers. They are able to read directly on the notetakers in refreshable Braille, or emboss the material to hard copy.

The libraries on both campuses have their card catalogue available electronically through Casper Library World Catalogue. The libraries intend to put the catalogue online to make it accessible through the Agency website. In 2005, the Tucson library acquired a wireless hub and 10 donated laptops outfitted with WI-FI cards. Students will be able to check out the laptops to do research and homework.

Starting in early 2006, the agency will deploy the Hands-On Video Relay Service (HOVRS) throughout the state to enhance administrative, educational and distance learning opportunities. "HOVRS provides a new communication tool that allows the Deaf and Hard-of-Hearing community to communicate effectively and naturally with the hearing world through American Sign Language (ASL). HOVRS uses the Internet to provide an audio/video link to a qualified, certified Video Interpreter (VI) who interprets between the visual language of ASL and the auditory language of a hearing person."

Despite the technological advances we have accomplished in both educational and assistive technologies, the Agency does not have dedicated funding for replacement and repair of computers. 90% of the computers at PDSB and 80% of the computers at ASD and ASB are over three years old. This has caused infrastructure problems that have resulted in sometimes significant instructional downtime. One of the goals in the new plan will be to address the planning of a funding of a repair and replacement budget.

Teachers in the regional cooperatives serve students with visual and hearing impairments in their home schools. They are responsible for implementing assistive technologies to bridge student access to the mainstream. Those assistive technologies run the full gamut from communication boards to alternative keyboards to Braille notetakers and Braille translation software and hardware. The cooperatives face a major need for training in assistive technologies, assessments and integrating assistive technologies into the mainstream curriculum. The new Educational Technology Plan outlines steps toward establishing a centralized purchasing system, a standardized assistive technology assessment, as well as a functioning lending library for assistive technology in order to efficiently serve large, widely dispersed students and staff.

Over the course of the new Educational Technology plan, we will also refine and extend our assessment procedures in order to more efficiently reach students beyond those participating in technology classes. We will also make a greater effort to align assistive technology skills with the Arizona State Standards.

We will also work to bridge the technologies used by students in secondary school to the technologies they will use in their future lives in the community, jobs and college. We are piloting program with Vocational Rehabilitation where Voc Rehab will provide assistive technology that will move with a targeted student to wherever that student goes after leaving ASDB. We hope to expand not only that program, but also other projects that emphasize transition.

b. Professional Development

Technology training for teachers is done throughout the school year. ASDB is a current member of ASSET (Arizona School Services through Educational Technology) and uses the 360° Full Circle Achievement (formerly MyCompass) to assess technology skills for teachers. This web-based resource provides assessment, curricular resources, and classes for teachers and staff. The coursework is available for CEU's or grad school credit through ASU, NAU and U of A campuses. There is coursework available in all education areas, as well as professional development on the ASSET website. A variety of other trainings are available at ASDB to address specific population needs and assistive technology. These training courses available to our teachers are taught with curriculum integration in mind and not taught as a separate computer software programs.

We provide ASSET training at our Leadership conferences as well as at our agency-wide conferences. Ongoing trainings are also offered. We assess our teachers through ASSET, and in the future, will refine our staff and teacher assessments with agency-specific tools.

A PDS technology teacher has been trained in the Intel® *Teach to the Future* program. That teacher will provide 40 hours of instruction to 10 teachers. Teachers must apply to be selected and will receive a stipend to participate in the program. This opportunity will be provided to teachers Kindergarten through High School. Intel® *Teach to the Future* is a "worldwide effort to help both experienced teachers and Pre-Service teachers integrate technology into instruction to develop students' higher-order thinking skills and enhance learning. Participating teachers receive extensive instruction and resources to promote effective technology use in the classroom. Teachers learn from other teachers how, when, and where to incorporate technology tools and resources into their lesson plans. In addition, they experience new approaches to create assessment tools and align lessons with educational learning goals and standards. The program incorporates use of the Internet, Web page design, and student projects as vehicles to powerful learning."

Ongoing assistive technology training is provided to teachers by agency staff as well as product experts and companies (Humanware, Inc. for BrailleNotes, Quantum Computing and Optalec for Mountbatten Brailers). Training and awareness-building sessions about their children's assistive technologies will be provided to parents on a regular basis. However, the Agency needs to increase training opportunities, especially in the areas of assistive technologies, for teachers in the regional cooperatives, as well as campus-based teachers.

Agency technology staff, teachers and administrators have had the honor to participate in state and national technology conferences such as Microcomputers in Education Conference ("MEC"), Vision Rehabilitation and Technology Conference ("VRATE"), Closing the Gap, California State University Northridge ("CSUN") International Technology and Persons with Disabilities Conference, Council of Schools for the Blind Assistive technology Forum, and AZ K-12 Center's Leadership Institutes for Technology.

Again, the Agency needs to increase training in basic educational technologies, as well as assistive technologies, and methods by which those technologies infuse into the curriculum.

c. Equitable Use of Technology

Educationally relevant and accessible technologies are available in every classroom and computer lab on our campuses. ZoomText screen magnification software and JAWS screen reading software are available in all ASB classrooms and labs. Training on these programs takes place in computer labs, classrooms and technology classes. Academic students in ASB have access to Braille notetakers such as Braille 'n Speaks and BrailleNotes. Twenty-two BrailleNotes with refreshable Braille displays have been distributed to blind students at ASB. By January 2006, we will add approximately 16 more notetakers with refreshable Braille to serve every student at ASB who has a need. Literacy, reading speed, and pass rates on the AIMS reading and writing tests have been directly impacted by the use of assistive technologies. The notetakers provide our students with full access to the general curriculum as well as to the Internet and email. Students can download literature, textbooks and homework on their notetakers. Students also take notes and produce papers and other schoolwork on the machines. These assistive devices are available to all students throughout the state, however access to equipment sometimes depends on district funding and the individual student's IEP.

ASB and the VI pre-school make extensive use of Mountbatten Electronic Brailers, again in an effort to increase Braille literacy.

We also make use of *IntelliKeys* alternative keyboards, *AlphaSmarts* and *Boardmaker* software to increase computer access to students with multiple disabilities.

When needed, alternative computer access is provided to students and staff.

New software and web-based educational materials are reviewed and monitored for accessibility.

All students have been provided an individual network account and access to curriculum through the *Learning Station* (formerly Cox Educational Desktop). This Application Service Provider (“ASP”) provides a secure and monitored environment for students to use the Internet, streaming video content for subject areas, and programs to teach typing.

Educational and assistive technology needs are carefully monitored by educational technology staff trained to work with students with hearing and visual impairments. Staff works to ensure all existing and new program needs are fully accessible to students and staff. Age of the technology must be taken into consideration when upgrading software or hardware. The IT department ensures existing technology continues to work effectively until funds are available for replacement.

The new *Hands On Video Relay System* (“HOVRS”) will allow students to communicate with families and teachers over long distances.

Over the term of the current technology plan, assistive and educational technology assessment tools will refined to provide a more comprehensive and ongoing assessment of all students.

The following matrix may be used to determine the extent technology is available to students and staff:

	Few, if any have access	Access primarily in teacher work areas, offices, libraries, or computer labs	User has access to computer for individual use in classroom or office
Administrators			X
Teachers (academic)			X
Teachers (vocational)			X
Teachers (exceptional education)			X
Teachers (electives)			X
Students		X	
Students with disabilities		X	
Non-certified staff		X	

d. Describe the Infrastructure and Telecommunication needs.

ASDB is comprised of three schools, the Phoenix Day School for the Deaf (PDSD) and the School for the Deaf (ASD) and the School for the Blind(ASB) on the main campus in Tucson. There are also five regional cooperative programs associated with ASDB throughout the state.

Northern Arizona:

North Central Regional Cooperative serves Mohave, Coconino and Yavapai counties.

Easter Highlands Regional Cooperative serves Navajo and Apache counties.

Central Arizona:
Desert Valleys Regional Cooperative serves Maricopa County.

Southern Arizona:
Southwest Regional Cooperative serves Yuma and La Paz counties.
Southeast Regional Cooperative serves Pima, Pinal, Cochise, Graham and Greelee counties.

PDSB's current infrastructure hardware is comprised of a mix of Cisco and BayStack switching devices. To provide a consistent and efficient means of data transport, we will replace BayStack devices with Cisco devices. This would achieve a Gigabit bandwidth between buildings on the Phoenix Campus, and establish hardware and OS uniformity between the two campuses. Maximum bandwidth for end devices, both at the Phoenix Campus and the Tucson Campus is 100 Mb at this time.

With funding as a contingency, ASDB will put into place a wireless Virtual Local Area Network on the two site-based campuses to accommodate the Education and Instruction components of the Agency; allowing for more accessibility for Educational Technology staff, as well as students, teachers, and other instructional staff.

We will begin this year to implement Video Relay capability (via HOVRS – *Hands -On Video Relay System*) at all sites, including the regional offices.

In order to allow for video networking, ASDB would need to substantially increase its bandwidth. The Tucson and Phoenix Campuses are each currently served by a single T1 connection to cover the needs of both Administration and Instruction. This year, the Tucson Campus will incorporate an existing T1 that was used for Dial-Up connectivity, and dedicate it to the Instructional VLAN. Without additional bandwidth (and the funding for), ASDB would be restricted in the use of video networking.

The regional offices presently have DSL connections for data.

In the past, E-Rate has been utilized to augment funding in the areas of infrastructure hardware, servers, and telecommunications. We will continue to explore how E-Rate can benefit the Agency now and in the future.

e. Describe the administrative needs that the agency plans to address through technology.

ASDB's Three-Year Information Technology Plan submitted to GITA includes the areas covered in part "d", as well as the creation and implementation of an Agency Intranet. As Federal and State mandates for information increases, ASDB is met with a need to consolidate and organize data that was previously and is presently contained in various locations and formats. This project will entail the consolidation and migration of data from various applications to a SQL Server; the coding and implementation of interfaces to access the data; and a "one-stop" front-end that would redirect users to the appropriate interface.

PLAN IMPLEMENTATION

LEA Technology Goals and Strategies

The goals listed below are the State Goals as identified in the State Technology Plan. The LEA technology plan should be aligned to the State Plan. The LEA may include any additional goals that apply to their technology plan.

1. **Goal:** Improve student academic achievement through the use of technology in elementary and secondary schools with a target of fully integrating technology into the academic curriculum by December 2006.

District Objectives for Goal 1:

1. For ASB, ASD and PDSB, the agency will focus the expenditure of funds for instructional interactive technology to support student achievement in Reading, Writing, Mathematics, Reading, Writing, Math, Health, Social Studies, Fine Arts and Science.
2. For the School for the Blind, Tucson Campus (ASB) and students with visual impairments in the regional cooperatives, the agency will focus the expenditure of funds on assistive technologies to support student achievement in Reading, Writing, Math, Health, Social Studies and Science.
3. Provide lab settings to enhance integration of technology into the curriculum. All students will have equal access to the general curriculum.
4. Continue use of Captioned Media Program DVDs and videotapes to enhance curriculum.
5. In 2008, NLS and ASDB will begin to phase in Digital Talking Books and Book Readers.
6. Students will increase access to books through NLS Web-Braille service, as well as other digital book sites.
7. Starting in early 2006, the agency will deploy the Hands On Video Relay Service (HOVRS) throughout the state to enhance administrative, educational and distance learning opportunities.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u> <u>(Task % Done /Year)</u>
1) For ASB, ASD and PDSB, the agency will focus the expenditure of funds for instructional interactive technology to support student achievement in Reading, Writing, Mathematics, Reading, Writing, Math, Health, Social Studies, Fine Arts and Science.	<p>Develop an educational technology policy and procedure for the adoption of educational software and hardware to support curriculum.</p> <p>Expand the use of <i>Learning Station</i> Application Service Provider to support classroom learning.</p> <p>Upgrade outdated lab and classroom computers to accommodate current multi-media and web-based software.</p> <p>Expand use of <i>SmartBoard</i> technology to provide dynamic classroom presentations.</p> <p>Purchase 30 <i>AlphaSmarts</i> for ASB and ASD to extend classroom access to keyboards.</p> <p>Expand use of <i>Intellikeys</i> and <i>AlphaSmarts</i> to provide alternative access to keyboards</p>	<p>A committee will be formed to develop and implement educational software and hardware policy.</p> <p>All teachers at ASB, ASD and PDSB will be re-trained on the <i>Learning Station</i> ASP (formerly Cox Desktop).</p> <p>All students are instructed in word-processing and keyboarding programs to produce original documents and research documents to demonstrate writing mastery.</p> <p>All students are instructed to use the Internet as a source of electronic information and research. An educational resource list will be provided on the agency website</p>	<p>Educational software and hardware policy developed and disseminated by April 1, 2006.</p> <p>100% of teachers at ASB, ASD and PDSB will be trained on the <i>Learning Station</i> ASP.</p> <p>100% of students and teachers at ASB, ASD and PDSB will receive a resource list that will be produced for the agency website by May, 2006.</p> <p>Technology teachers will provide training to 100% of students in technology classes in word-processing and keyboarding</p> <p>Maintenance and replacement plan through May, 2010 will be 100% completed by March 31, 2006.</p> <p>Purchase 20% more <i>SmartBoards</i> over current base yearly</p>

			through 2008 Purchase 10 <i>AlphaSmarts</i> per year through 2008 to be shared by ASB and ASD
2) For ASB and students with visual impairments in the regional cooperatives, the agency will focus the expenditure of funds on assistive technologies to support student achievement in Reading, Writing, Math, Health, Social Studies and Science.	<p>Purchase and update assistive technologies such as Braille Notetakers, electronic brailers, scanning software, embossers, printers, screenreaders, magnification software, Braille translation software to enhance student access to the general curriculum.</p> <p>Purchase warranties and software maintenance agreements on assistive equipment.</p> <p>Purchase graphics scanner to enhance math and science curriculum.</p>	<p>As part of Critical Needs Funding for ASB, 16 additional BrailleNotes, a Tiger Graphics embosser and several Mountbatten Electronic Brailers will be purchased by December, 2005.</p> <p>ASB will upgrade their JAWS license and BrailleNote software to the current versions.</p> <p>ASB will purchase wireless cards for the BrailleNotes to access the wireless LAN that will be installed in the HS.</p> <p>ASB will purchase warranties as a yearly fixed cost to cover assistive hardware.</p> <p>ASB will add scanning software with voice and scanners to labs and classrooms to increase independence</p> <p>All students and staff who use assistive technologies, will be trained in their use.</p>	<p>100% of Critical Needs Funds spent on targeted assistive technologies by December 2005.</p> <p>Apply for Trust Fund funds and grants to purchase the upgraded JAWS license, BrailleNote software, wireless cards, warranties, scanning software and scanners.</p> <p>100% of students and staff who use assistive technologies will be trained through workshops, in-services and dissemination of resources.</p>
3) Provide lab settings to enhance integration of technology into the curriculum. All students will have equal access to the general curriculum.	Upgrade outdated lab computers to accommodate current multi-media and web-based software, as well as refreshable Braille and screen-reading technologies.	Needs will be identified by a committee of the Assistant Superintendent for Curriculum and Instruction for Curriculum and Instruction, Principals, Directors, Technology Teachers, and Educational Technology Plan Coordinator	Maintenance and replacement plan through May, 2010 will be 100% completed by March 31, 2006.
4) Continue use of Captioned Media Program DVDs and videotapes to enhance curriculum	Teachers can utilize the Captioned Media Program to enhance teaching.	Through a series of in-services, expose teachers to the Captioned Media Program catalog.	100% of teachers will be familiar with the Captioned Media Program catalog by May, 2006.

5) In 2008, NLS and ASDB will begin to phase in Digital Talking Books and Book Readers.	The Talking Book program will be transitioning to digital format starting in 2008	All students with visual impairments and teachers will be trained in the use of the new media and players as the equipment is phased in.	100% of teachers and students will be familiar with the new Digital Talking Books by May, 2008.
6) Students will increase access to books through NLS Web-Braille service, as well as other digital book sites.	Expand access to Braille electronic books through purchasing a district subscription to bookshare.org	All students with visual impairments and teachers will be trained in the use of the new media and players as the equipment is phased in.	By March, 2008, 100% of VI teachers and students will be trained to use the new digital book format.
7) Develop curriculum for technology electives to be offered on Tucson Campus and Phoenix campus to enhance learning for students with sensory impairments	Develop curriculum for courses in graphic design, CAD, web design, audio production and programming	A plan and related curricula will be developed for elective offerings at ASB, ASD and PDSB. Related software and hardware will be purchased based on the plan.	By January 2007, the plan will be fully developed.
8) Starting in early 2006, the agency will deploy the <i>Hands On Video Relay Service</i> (HOVRS) throughout the state to enhance administrative, educational and distance learning opportunities.	Teachers and students will be able to communicate with hearing peers across significant distances through the use of HOVRS Communication to enhance teaching and learning will be possible between the campus-based programs and the regions, as well as with school districts across the country	All HI students and teachers, as well as ASDB administrators, will be trained in the use of HOVRS	By March, 2006, 100% of HI students and teachers, as well as ASDB administrators, will be trained in the use of HOVRS

2. Goal: Ensure that quality teachers, staff, and administrators are involved in Arizona educational institutions and that they are proficient in the use and integration of technology through professional development activities.

District Objectives for Goal 2:

1. Through ASSET, develop and provide a cyclical training program around topics at minimum, intermediate, and advanced levels to afford teachers and staff the ability to enhance and upgrade their skills. Instruction will include information literacy as well as computer skills.
2. Training in specialized equipment and assistive technologies to provide teachers with strategies to access the curriculum.¹
3. Provide training in PowerSchool, PowerGrade or other data-to-the-desktop applications for teacher and administrators
4. Provide on-going training on the electronic IEP (*e-IEP*).
5. Provide on-going training and technical support on the administration of the MAP.
6. Intel® *Teach to the Future* program will be implemented at PDSB.
7. Trainings on equipment used to integrate technology into the curriculum will be implemented at PDSB, ASB and ASD

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u> <u>(Task % Done /Year)</u>
1) Through ASSET, develop and provide a cyclical training program around topics at minimum, intermediate, and advanced levels to afford teachers and staff the ability to enhance and upgrade their skills. Instruction will include information literacy as well as computer skills.	Teachers will be re-trained or trained on the use of ASSET. A brochure will be disseminated advertising the offerings of ASSET	All teachers will be offered training on ASSET each calendar year.	Brochure will be distributed by November 2005, 2006, and 2007. 100% of teachers will be trained in ASSET. Trainings will be offered each calendar year.
2) Training will be given in the use of specialized equipment and assistive technologies to provide teachers with strategies to access the curriculum	Teachers who use assistive technologies will participate in in-services designed to increase skills and abilities	Supervisors will monitor that the IEP team demonstrates proficiency in implementing the technology applications for their students.	A minimum of two trainings per calendar year will be offered to 100% of teachers using assistive technologies in their classrooms
3) Provide training in PowerSchool, PowerGrade or other data-to-the-desktop applications for teacher and administrators	Training has been provided to teachers and staff in the use of PowerSchool and PowerGrade. Trainings will continue to be offered as the use database increases	Training on PowerSchool and PowerGrade will be offered by Career and Technical Education staff A report on completed trainings will be created by Supervising Teachers.	100% of classrooms at ASB, ASD and PDSD will have Powerschool and Power-Grade installed by Oct. 1, 2005 100% of teachers and administrators will be trained in the use of PowerSchool and Power-Grade by Oct. 1, 2005 Trainings will repeat for new teachers each school year
4) Provide on-going training on the electronic IEP (<i>e-IEP</i>).	Training will be provided on the revised e-IEP to all teachers and administrators at ASB, ASD and PDSD.	A report on completed trainings will be created by Supervising Teachers.	100% of users of the e-IEP will be trained each school year
5) Provide on-going training and technical support on the administration of Measure of Academic Progress assessment tool (<i>MAP</i>).	As a part of the District Assessment Plan, the <i>MAPS</i> test will be administered to all students at ASB, ASD and PDSD who take statewide AIMS DPA, TerraNova and High School AIMS.	Teachers and administrators will be trained to administer the test as well as to interpret data to enhance teaching and data disaggregation	100% of teachers and administrators will be trained on the <i>MAP</i> by Oct. 1, 2005 Trainings will repeat for new teachers each school year

			The first MAP assessments will be given to students in Sept., 2005.
6) Intel® <i>Teach to the Future</i> program will be implemented at PDSD	That teacher will provide 40 hours of instruction to 10 teachers. Teachers must apply to be selected and will receive a stipend to participate in the program. Intel® <i>Teach to the Future</i> is a worldwide effort to help both experienced teachers and Pre-Service teachers integrate technology into instruction to develop students' higher-order thinking skills and enhance learning. Participating teachers receive extensive instruction and resources to promote effective technology use in the classroom.	This opportunity will be provided to teachers Kindergarten through High School. Teachers will apply and be chosen for the program by October 1, 2005.	100% of teachers chosen to participate in the program will complete it by May, 2006.
7) Trainings on equipment used to integrate technology into the curriculum will be implemented at PDSD, ASB and ASD	Teachers who use technology to enhance teaching, will participate in in-services designed to increase skills and abilities	This opportunity will be provided to teachers pre-school through High School and continuing education.	Trainings on <i>IntelliKeys</i> , <i>SmartBoards</i> and <i>AlphaSmarts</i> will be offered yearly to all new staff and staff who use equipment - on both campuses

- 3. Goal:** Ensure that all K-12 educational institutions have the capacity, infrastructure, staffing, and equipment to meet academic and business needs for effective and efficient operations.

District Objectives for Goal 3:

1. Provide an efficient and effective physical infrastructure to promote and streamline agency communications, instructional capabilities, and business transactions.
2. Provide an Agency IntraNet accommodating a common repository of all agency data in order to enable agency staff to manipulate data, query, and receive reports across the range of the agency's functions; using a single centralized access interface.
3. Provide an effective means of telecommunications for the agency's hearing impaired students and staff.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u> <u>(Task % Done</u> <u>/Year)</u>
1) Provide an efficient and effective physical infrastructure to promote and streamline agency communications, instructional capabilities, and	Upgrade existing infrastructure for the Phoenix Campus. Implement wireless VLAN for site-based campuses (Phoenix	Replace BayStack switches and equipment with Cisco products, increasing building-to-building bandwidth to 1Gb.	100% replacement in FY 06 100%

business transactions.	and Tucson) Funding contingent.	Create a wireless network for educational and instructional use; teachers and students.	implementation in FY 06 funding contingent.
2) Provide an Agency IntraNet accommodating a common repository of all agency data in order to enable agency staff to manipulate data, query, and receive reports across the range of the agency's functions; using a single centralized access interface.	Compile, condense, and migrate data from differing sources to SQL Server. Code applications. Code main interface for agency applications. Implement IntraNet.	Agency data available to agency staff via a centralized, universally accessible interface.	20% FY 06 70% FY 07 100% FY 08
3) Provide an effective means of telecommunications for the agency's hearing impaired students and staff.	Move forward with agreement with "Hands On Video Relay System" to set up 18 VRS stations on each campus.	Hearing Impaired students and staff will have an enhanced means of telecommunications.	100% FY 06

- 4. Goal:** Ensure that all K-12 institutions will be positively involved in collaboration and partnerships that are supportive of technology use and curricular integration. *(LEAs will be required to publish report cards that provide school performance information to parents. Children in failing or unsafe schools will have the opportunity to attend better public schools.)*

District Objectives for Goal 4:

1. Continue to use and expand the district website as the Public Information Vehicle to the community.
2. ASB, ASD and PDSB will provide parent access via the web to gradebooks and course descriptions
3. Provide parent outreach and training in assistive technologies.
4. Explore and develop a plan to create a Technology Center and Lending Library of educational and assistive technologies for to serve the agency statewide as well as local communities.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u> <u>(Task % Done</u> <u>/Year)</u>
1) Continue to use and expand the agency website as an accessible Public Information Vehicle to the community	<p>Establish a committee to ensure that the agency website serves to effectively communicate with staff, parents and the community at-large</p> <p>The website will be analyzed for effectiveness and accessibility</p> <p>Redesign site to be accessible to all and a resource to parents, students, staff and community</p> <p>Tucson and Phoenix library card catalogues on the website</p>	<p>The agency website will be analyzed for accessibility.</p> <p>Changes will be made to the agency website to ensure accessibility.</p> <p>Content will be analyzed and updated on a regular basis</p> <p>Reflective of the agency as a whole, the ASDB website will be a model site for accessibility, as well as a resource in the state of Arizona for information on sensory impairments</p>	<p>Committee will be established and will meet by Oct. 30, 2005. Report on effectiveness and accessibility produced by February, 1, 2006</p> <p>Establish time-line for implementation of changes by March 1, 2006.</p> <p>Changes will be ongoing through 2008.</p>

2) ASB, ASD and PDSB will provide parent access via the internet to gradebooks, course descriptions, and teacher notes	PowerSchool will allow parent access to teacher notes, gradebooks, and course descriptions. PDSB currently offers access to PowerSchool to parents.	ASB and ASD parents will be offered training, instruction via the agency website and mailings on how to access information available through PowerSchool.	By October, 2006, ASD and ASB parents will have received information on how to access to PowerGrade information,
3) Provide parent outreach and training in assistive technologies	Parents will be offered direct training, handouts and information via the website	The assistive technology section of the agency website will be updated and expanded.	Offer at least one training annually. By January 2007, the assistive technology section of the agency website will be updated and expanded.
4) Starting in early 2006, the agency will deploy the <i>Hands On Video Relay Service</i> (HOVRS) throughout the state to enhance administrative, educational and distance learning opportunities.	Train regional and campus-based staff to utilize HOVRS to increase parental involvement in IEP process.	All ASDB administrators and staff will be trained in the use of HOVRS	By March, 2006, the HOVRS will be 100% implemented on the campuses and in the regions.
5) Increase membership Caption Media Program – Adult Education Center	The State of Arizona is one of eleven western states with membership in the Caption Media Program – Adult Education program. With Captioned Media, ASDB will produce outreach materials to advertise the services of the Adult Education Program. Content will be disseminated by streaming video	Brochures and other outreach materials will be produced to advertise the services of the Captioned Media Program.	By May, 2008, increase Captioned Media Program participation by 20%. Starting 2007, 20% more content will be disseminated by streaming media over each previous year.
6) Explore and develop a plan to create a Technology Center and Lending Library focusing on assistive technologies to serve the agency state-wide as well as local communities.	Establish a committee to explore and develop a Technology Center and Lending Library focusing on Assistive technologies for the Blind and Visually Impaired	The committee will meet every other month to develop the plan.	By Feb. 15, 2007, a report will be published on the committee's plans.

- 5. Goal:** Ensure that all K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location, or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.

District Objectives for Goal 5:

1. All students with sensory impairments will use technology to support academic success.
2. Students with sensory impairments will use assistive technology to increase access to the general curriculum and to improve literacy.
3. All students will be assessed for progress on the State of Arizona Technology Standards in Technology.

4. Academic and Functional Academic Students with Visual Impairments (VI) will be assessed for assistive technology needs
5. Students with disabilities other than VI will be assessed for assistive technology needs.
6. Develop and implement a wireless LAN for students using laptops and assistive technologies

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline (Task % Done /Year)</u>
1) All students with sensory impairments will use technology to support academic success.	Teachers at ASB, ASD and PDSB will incorporate technology into lesson plans that are linked to state standards. Students will produce samples of work that might include electronic portfolios. Teachers will be trained on using technology to enhance teaching	Supervisors will check for evidence of classroom implementation of integrated technology and inclusion of the technology standards Educational Technology Plan Coordinator will keep data and report on fulfillment of timeline	100% of teachers will incorporate technology into 60% of lessons by May, 2008
2) Students with visual impairments will use assistive technology to increase access to the general curriculum and to improve literacy.	Teachers agency-wide will utilize assistive technologies to provide students with seamless access to the general curriculum and to improve literacy	Supervisors will check lesson plans and classroom implementation for evidence of integrated assistive technology and alignment to the standards	By May, 2008, 100% of VI teachers will incorporate assistive technologies for students with needs to access curriculum in their classrooms
3) All students will be assessed for progress on the State of Arizona Technology Standards in Technology.	Train all teachers at ASB, ASD and PDSB to use the agency-developed technology checklist (based on the state standards). Classroom teachers will implement the checklist to assess students who are not in dedicated technology classes.	All teachers will be trained to use the checklists, which will be administered once a year. The report will be kept in the student file Educational Technology Plan Coordinator will keep data and report on fulfillment of timeline	By November, 2006, 100% of teachers will be trained to use the technology checklist By May, 2007, 50% of students on both campuses will be evaluated with the checklist By May, 2008, 100% of students will be evaluated with the checklist
4) Academic and Functional Academic students with visual impairments (VI) will be assessed for assistive technology needs.	Develop and implement a uniform assistive technology assessment for students with visual impairments to be used agency-wide. Train teachers to use and update the assessments.	Educational Technology Plan Coordinator will work with VI technology teachers, ASB principal, regional directors, supervising teachers, deaf-blind coordinator and low-vision specialists to create a uniform assistive technology assessment. Procedures will be developed and	By March, 2006, adopt a uniform assistive technology assessment for students with visual impairments. By Nov., 2006, 100% of academic

		<p>disseminated to administer assessment</p> <p>Teachers will be trained to administer assessment and supervisors will check that assessments are placed in student files</p> <p>Educational Technology Plan Coordinator will keep data on fulfillment of timeline</p>	<p>and functional academic VI teachers will be trained on the use of the assessment.</p> <p>By Feb., 2007, 10% of academic and functional students with visual impairments will be assessed for assistive technology by technology teachers, itinerant VI teachers, and/or classroom teachers.</p> <p>By May, 2007, 50% of academic and functional academic students with visual impairments will be assessed for assistive technology by technology teachers and/or classroom teachers.</p> <p>By May, 2008, 100% of academic and functional academic students with visual impairments will be assessed for assistive technology by technology teachers, itinerant VI or/or classroom teachers.</p>
5) Students with disabilities other than VI will be assessed for assistive technology needs.	<p>Develop and implement a uniform assistive technology assessment for students with disabilities other than VI.</p> <p>Train teachers to use and update the assessments.</p>	<p>Educational Technology Plan Coordinator will work with principals, regional directors, supervising teachers, deaf-blind coordinator and low-vision specialists to create a uniform assistive technology assessment. Procedures will be developed and disseminated to administer</p>	<p>By March., 2007, adopt a uniform assistive technology assessment for MDSSI students</p> <p>By Nov, 2007, 100% of MDSSI teachers will be trained on</p>

		<p>assessment</p> <p>Teachers will be trained to administer assessment and supervisors will check that assessments are placed in student files</p> <p>Educational Technology Plan Coordinator will keep data on fulfillment of timeline</p>	<p>the use of AT assessment.</p> <p>By May, 2008, at least 50% of MDSSI students will be assessed for assistive technology by technology teachers, itinerant or/or classroom teachers</p> <p>(By May, 2009, 100% of Life Skills students will be assessed for assistive technology by technology teachers, itinerant teachers, and/or classroom teachers)</p>
6) Develop a partnership with Vocational Rehabilitation to provide assistive technologies for students enrolled in VR	<p>Students will purchase equipment that will travel with them after they finish high school, either to post-graduate programs, jobs or college.</p> <p>Students will be trained in the use of the technologies</p> <p>Develop multi-year plan</p>	<p>Participating students will be identified.</p> <p>Equipment will be purchased and tracked.</p> <p>Multi-year plan will include years through 2008.</p> <p>Students will be trained on the use of the technologies</p>	<p>Identify students who will benefit from program by November 1, 2005.</p> <p>Multi-year plan developed by April, 2006.</p> <p>100% of identified students will be trained.</p>
7) Develop and implement a secure wireless LAN for students using laptops and assistive technologies	<p>A subcommittee of Principals and Supervising Teachers will work with the Educational Technology Plan Coordinator and the Information Technology coordinator to develop a long-term plan to wire the Tucson and Phoenix campuses</p>	<p>Plan will be produced and shared with teachers.</p> <p>Teachers and students will be trained to access the wireless LAN</p> <p>All new facilities will include the needed infrastructure in the design.</p>	<p>By May, 2006, the plan will be 100% developed.</p> <p>As a first phase, by August, 2006, the ASB HS will be wired.</p> <p>By October, 2006, teachers and students in the ASB HS, will be trained to access the LAN</p>

- 6. Goal:** Develop a continuous process of evaluation and accountability for the use of educational technology as: a teaching/ and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool. *(Information technology initiatives will dramatically reduce the data collection burden on state and local officials by seamlessly collecting and disseminating performance information. Increased flexibility will be a core principle incorporated in all legislative proposals.)*

District Objectives for Goal 6:

1. The Technology Committee under the direction of the Educational Technology Plan Coordinator will monitor, review and revise the technology plan on a yearly basis.
2. Provide a web-based database solution, such as PowerSchool, to bring test scores, grades and other data to teacher and administrator desktops.
3. Administer the NWEA Measures of Academic Progress (MAP) to all students at ASB, ASD and PDSB who take statewide AIMS DPA, TerraNova and High School AIMS. MAP is a computerized adaptive assessment program that provides educators with information they can use to improve teaching and learning

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline (Task % Done /Year)</u>
1) The Technology Committee, under the direction of the Educational Technology Plan Coordinator, will monitor, review and revise the technology plan on a yearly basis.	Committee members will meet four times a year to review and revise plan, analyze data collection regarding objectives, and recommend new technologies to meet district goals in student achievement, safety, staff development, and technology use and access	Meetings are documented with minutes and attendance rosters.	100% - 2006, 2007, 2008
2) Provide a web-based database solution, such as <i>PowerSchool</i> , to bring test scores, grades and other data to teacher and administrator desktops.	<p>PowerSchool is already being used at PDSB. It is currently being implemented on the Tucson Campus (ASB and ASD). It will accommodate data to the desktop to inform instructional practice. The use of PowerSchool, or another web-based data solution, will expand to include all the students served by the agency.</p> <p>Provide training for all teachers and administrators in the technology to disaggregate data and modify instruction accordingly.</p> <p>Provide training for staff in FERPA to secure and protect student privacy. Provide training</p>	<p>All participating departments on the Tucson Campus will implement PowerSchool by the end of the 05-06 school year.</p> <p>All teachers and administrators are trained on PowerSchool.</p> <p>The agency will conduct a review of PowerSchool with the participation of end-users in order to judge its efficacy, strengths and weaknesses.</p>	<p>By May, 2006 – PowerSchool is 100% implemented on Tucson Campus.</p> <p>By January, 2007, the agency will review Power-School.</p> <p>By May, 2008, students served by the entire agency will be included in the web-based database solution.</p>

	for all staff regarding safeguarding all access to student data.		
3) The agency will administer the NWEA <i>Measures of Academic Progress (MAP)</i> to all ASB, ASD and PDSB students who take the AIMS DPA, TerraNova and High School AIMS tests. <i>MAP</i> is a computerized adaptive assessment program that provides educators with information they can use to improve teaching and learning	<p>As an agency-wide test, the <i>MAP</i> assessment will provide continuous data on student progress.</p> <p>Adaptive and assistive technology will be used in conjunction with the test in order to provide access to students with visual impairments.</p>	<p>ASB, ASD and PDSB students who take the AIMS DPA, TerraNova and High School AIMS tests, will participate in the agency-wide <i>MAP</i> assessment twice a year.</p> <p>Teachers and administrators will be trained to administer the test and interpret data.</p>	<p>By September, 2005, 100% of teachers and administrators who will administer the test will be trained interpret data and give the test.</p> <p>By May, 2006, 100% of students in ASB, ASD and PDSB who take the AIMS DPA, TerraNova and High School AIMS tests, will have taken the <i>MAP</i> two times.</p> <p>Students will take the <i>MAP</i> twice a year through May, 2008.</p>
4) Agency will begin planning for new Educational Technology Plan.	Meet to develop new 3-5 year Educational Technology Plan	Meetings will take place quarterly starting in Fall, 2007 and continue until new plan is developed	Meetings on new plan will take place in Aug. and Dec., 2007 and Feb. and May, 2008

Use the following table to address Element #11, Section 2413 of Title IID legislation and E-Rate program requirements. LEA should strive for seven to eight goals.

(The table has been divided into two sections to outline goals and objectives, as well as a precise timeline)

Tech Plan Goals	Evaluation Question(s)	Evaluation Strategies	Evaluation Check Points for mid-course corrections.
1) Improve student academic achievement through the use of technology in elementary and secondary schools with a target of fully integrating technology into the academic curriculum by December 2006.	<p>-How will technology improve academic success and how will that success be measured?</p> <p>-What innovative strategies will be used to deliver curricula and distance learning?</p> <p>-How will the agency improve literacy for students with sensory impairments?</p>	<p>-Standardized tests: AIMS, TerraNova, MAP</p> <p>-Data will be kept on technology purchases and their relationship to increases in academic progress and test scores (i.e. – the relationship between the availability of refreshable Braille and reading comprehension/speed)</p>	Quarterly Ed. Tech Plan meetings

		-Funding sources for technology identified and utilized. Data charted.	
2) Ensure that quality teachers, staff, and administrators are involved in Arizona educational institutions and that they are proficient in the use and integration of technology through professional development activities.	-How will teachers be trained to integrate technology into curricula? -Will teachers have the resources necessary to keep up with current assistive technologies? -Will there be a self-assessment available for technology skills?	-Offer and keep data on all technology trainings given to staff. -Offer multiple resources for teachers to access information and lesson plans in order to more effectively integrate technology into the classroom. . Data charted. -Fulfill the intent of Intel <i>Teach to the Future</i> program. Data charted.	Quarterly Ed. Tech Plan meetings
3) Ensure that all K-12 educational institutions have the capacity, infrastructure, staffing, and equipment to meet academic and business needs for effective and efficient operations	-Does the Agency infrastructure effectively serve students, teachers and staff? -Is there a replacement and repair plan to ensure that students have access to current technology?	-All infrastructure goals will be accomplished, 100%. Data charted. -All new facilities will include the needed infrastructure in the design.	Quarterly Ed. Tech Plan meetings
4) Ensure that all K-12 institutions will be positively involved in collaboration and partnerships that are supportive of technology use and curricular integration.	- Does the Agency website effectively communicate information to the community and parents? -Do parents have online access to student grades? -How is the Agency enhancing access for students and staff with sensory impairments? - Does the agency reach out across geographic distances to share resources?	- All website planning goals and objectives will be met. - PowerSchool will be fully implemented. - eIEP will be fully implemented. - HOVRS implemented and used to increase communication options.	Quarterly Ed. Tech Plan meetings
5) Ensure that all K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location, or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential	-Is the Agency website fully accessible? -Does the agency ensure that all students with sensory impairments have equal access to the general curriculum through the use of assistive technologies? -Does the agency have an effective assessment procedure for assessing student needs in technology and assistive technology?	-Evaluate website for accessibility. Redesign site to be accessible to all and a resource to parents, students, staff and community. Report produced. -Fund assistive technologies and training to provide access -All assessment goals and objectives will be met	Quarterly Ed. Tech Plan meetings
6) Develop a continuous process of evaluation and accountability for the use of educational technology as: a teaching/ and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool	-Will the Agency encourage a diverse committee of stakeholder participants to monitor the Educational Technology Plan? -How will the Agency utilize on-line testing and assessment to gauge student progress and relate that progress to specific curriculum? -How can teachers and staff more easily access information to improve teaching?	-Adhere to Educational Technology meeting schedule -Implement the MAP test at site-based schools - PowerSchool will be fully implemented	Quarterly Ed. Tech Plan meetings
7) Develop a schema of current and future financing requirements to support the LEA's Technology Plan.	-How will future technologies be funded? -Does the Agency have a plan to implement funding strategies? -How will grants partnerships with private foundations support educational technology initiatives?	- Plan developed for replacement and maintenance - Grants will be applied for; partnerships actively pursued - Technology will be a budget issues for the agency 2007 and 2008 budget	Quarterly Ed. Tech Plan meetings

(see *Timelines* and *Responsible parties* - next page)

		2005		2006		2007		2008	
		Objective/ Timeline	Responsible Parties	Objective/ Timeline	Responsible Parties	Objective/ Timeline	Responsible Parties	Objective/ Timeline	Responsible Parties
January				1/15 G7 e-Rate plan finished and submitted	D. Tamminga Samuel Ace	G1 Elective Curriculum G4 AT section of website updated and expanded G6 Review PowerSchool 1/31 G7 2 nd meeting – agency-wide Tech purchases 1/15 G7 e-Rate plan finished and submitted	S. Lunger Samuel Ace <u>Lori Elliott</u> Samuel Ace S. Lunger Samuel Ace D. Tamminga Samuel Ace D. Tamminga	1/15 G7 e-Rate plan finished and submitted	Samuel Ace D. Tamminga
February				2/1 G4 Website Report G6 Ed Tech committee meet	Samuel Ace, D. Tamminga	2/15 G4 Report on AT Library/Center plans G5 25% of acad and funct VI students assessed for AT G6 Ed Tech committee meet	Samuel Ace Samuel Ace Gabino Lares Samuel Ace	G6 Ed Tech committee meet G6 Start planning for new Ed Tech plan G6 Ed Tech committee meet	Samuel Ace Samuel Ace Samuel Ace
March				3/1 G4 Produce timeline for Website changes (insert dates on this calendar) 3/31 G1, G7 Replacement / Maint. Plan complete 3/31 G1 HOVRS Training 3/31 G4 HOVRS 100% implemented 3/31 G5 Develop and adopt uniform AT assessment tool for VI students	Samuel Ace D. Tamminga Samuel Ace D. Tamminga Lori Elliott D. Tamminga, D. Tamminga Samuel Ace, Gabino Lares	G5 Adopt uniform AT assessment - MDSSI	Samuel Ace	Train G1 NLS Digital Book Format	Samuel Ace Peg Hartman

April				4/1 G1 Software and Hardware Policy 4/15 G7 Voc-Rehab equipment plan developed through 2008 4/30 G5 Multi-year plan (for training and equipment) developed with Voc Rehab for equipment distr. (insert dates on this calendar)	Samuel Ace, D. Tamminga, Lori Elliott Shari Brown, Samuel Ace Sharon Lunger Shari Brown, Samuel Ace Sharon Lunger			4/15 G6 New Educational Technology Plan due to state 4/30 G7 3 rd meeting – agency-wide Tech purchases	Samuel Ace Samuel Ace D. Tamminga	
			2005	2006		2007		2008		
			Objective/ Timeline	Responsible Parties	Objective/ Timeline	Responsible Parties	Objective/ Timeline	Responsible Parties	Objective/ Timeline	Responsible Parties
	May				5/15 G1 Resource List on Web Train G1 Captioned Media 100% G2 Complete Intel TTF G5 Plan completed for wireless LAN on Tucson Campus G6 PowerSchool 100% implemented on Tucson Campus 5/15 G6 100% of students will have taken the MAP - two times yearly 5/15 G6 Ed Tech committee meet	D. Tamminga Samuel Ace Peg Hartman Lori Elliott D. Tamminga Sharon Lunger Lisa Jackson Samuel Ace	G5 50% of students on both campuses evaluated with Tech checklist G5 50% of acad and funct VI students assessed for AT 5/15 G6 100% of students will have taken the MAP two times yearly 5/15 G6 Ed Tech committee meet	Samuel Ace, Lori Elliott, Principals Samuel Ace, Dorinda Rife Dir – reg. coops Lisa Jackson Samuel Ace	G4 20% Increase use of Cap. Media Program G5 60% of Lessons show evidence of integrated Technology – 5/08 G5 100% of VI teachers show evidence of integrated AT G5 100% of students on both campuses evaluated with Tech checklist G5 100% of acad and funct VI students assessed for AT G5 50% of students with MDSSI will be assessed for AT 5/15 G6 100% of students will have taken the MAP two	Peg Hartman Principals Directors – Reg. coops, Dorinda Rife Principals Principals Principals Lisa Jackson

							times yearly G6 100% of students served by agency will be included in web-based database solution 5/15 G6 Ed Tech committee meet to finalize and submit new Ed Tech Plan	D. Tamminga
--	--	--	--	--	--	--	--	---

		2005		2006		2007		2008	
		Objective/ Timeline	Responsible Parties	Objective/ Timeline	Responsible Parties	Objective/ Timeline	Responsible Parties	Objective/ Timeline	Responsible Parties
November		G2 Distr. ASSET Brochure	Lori Elliott, C. Turman, Samuel Ace	G2 Distr. ASSET Brochure	Lori Elliott, C. Turman, Samuel Ace	G2 Distr. ASSET Brochure	Lori Elliott, C. Turman, Samuel Ace	G2 Distr. ASSET Brochure	Lori Elliott, C. Turman, Samuel Ace
		G2 Train ASSET	L. Elliott, C. Turman	G2 Train ASSET	C. Turman Samuel Ace, Lori Elliott	G2 Train ASSET	C. Turman Samuel Ace, Lori Elliott	G2 Train ASSET	C. Turman Samuel Ace, Lori Elliott
		11/15 G5, G7 Identify students who will work w/ Voc Rehab – equipment project	Sharon Lunger, Shari. Brown, Samuel Ace	Train G5 100% teachers to use tech checklist Train G5 100% Academic and Funct. VI tchrs trained on the use of AT assessment tool	Samuel Ace Lori Elliott, C. Turman Gabino Lares	Train G5 100% teachers to use tech checklist 11/15 G5, G7 Identify students who will work w/ Voc Rehab – equipment project	Samuel Ace Lori Elliott, C. Turman Gabino Lares Shari Brown S. Lunger Samuel Ace	Train G5 100% teachers to use tech checklist 11/15 G5, G7 Identify students who will work w/ Voc Rehab equipment project	Samuel Ace Gabino Lares Shari Brown S. Lunger Samuel Ace
				11/15 G5, G7 Identify students who will work w/ Voc Rehab – equipment project	Shari Brown S. Lunger Samuel Ace				
December		12/15 G6 Ed Tech committee meet	Samuel Ace	G3 100% replacement of desktops G3 Implement Wireless LAN G3 20% Intranet done G3 HOVRS installed and running 12/15 G6 Ed Tech committee meet	D. Tamminga Samuel Ace Lori Elliott D. Tamminga D. Tamminga Samuel Ace	G3 70% Intranet done G6 Ed Tech committee meet G6 Ed Tech committee meet 12/8 G6 Planning for new Ed Tech plan	D. Tamminga Samuel Ace Samuel Ace	G6 Ed Tech committee meet	Samuel Ace

G2 At least two trainings per calendar Year – Assistive Technology (co-coordinated by Samuel Ace and Kathy Kreimeyer)

G4 Offer at least one training per calendar year to parents on Assistive Technologies (co-coordinated by Samuel Ace and Kathy Kreimeyer)

G4 Starting 2007 – 20% more Captioned Media Content distributed by streaming Media – each year (Peg Hartman)

G5 60% of Lessons show evidence of integrated Technology – 5/08 (Principals)

G6 Tech committee will meet 4 times a year: Sep, early Dec, Feb, early May (coordinated by Samuel Ace)

G6 Tech committee will begin planning for new 3-year Educational Technology plan Sep. 2007 (coordinated by Samuel Ace)

G7 Centralized agency-wide purchasing procedure developed to coordinate purchase of AT and ET – meet 3 times by May, 2007

G7 Seek partnerships and grants yearly (Hal Hoff, Doris Woltman, Samuel Ace, Ed. Tech committee, Sharon Lunger)

G7 Maintenance and Replacement plan finished by 3/31/06 (co-coordinated by David Tamminga, Samuel Ace, Lori Elliott)

G7 Title IID monies spent and utilized (Doris Woltman, Principals and Directors)

G7 e-Rate applied for by 1/15 yearly (Dave Tamminga and Samuel Ace)

G7 Annual technology budget submitted by 9/1 yearly (Dave Tamminga, Samuel Ace, Lori Elliott)

(All dates in table are deadlines; if a specific date is not mentioned, it is assumed to be the end of the month)

7. **Goal:** Develop a schema of current and future financing requirements to support the LEA's Technology Plan. *(The national strategic plan focuses on performance. It states in unambiguous language the measurable goals and objectives the department intends to achieve. It creates the base of an accountability system for the State and all LEAs, as it works to imbue accountability throughout the nation's education system.)*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u> <u>(Task % Done</u> <u>/Year)</u>
Initiate partnerships with private foundations for technology funding support or subsidy	Seek outside funding from grants, private foundations, and private endowments and contributors. Develop a grant-writing committee to seek, submit and secure grants to support technology in the agency.	Funding is secured and tracked by amount sought; amount received; amount denied.	100% yearly beginning 2006.
Develop a centralized agency-wide purchasing procedure to coordinate purchases of assistive technology and Educational Technology	The Assistant Superintendent of Curriculum and Instruction, along with Directors and Principals of the Regional Cooperatives, ASB, ASD and PDSD, will meet with the Educational Technology Plan Coordinator to develop procedures to coordinate purchases in order to realize efficiency in licensing costs and educational technology expenditures	Plan is discussed and developed through a series of 3 meetings. Directors and principals will contact Educational Technology Plan Coordinator when making purchases of Educational Technology.	100% - 3 meetings completed by May, 2006.
Develop a maintenance and replacement plan for funding hardware, software and assistive technologies over the next five years.	The Assistant Superintendent of Curriculum and Instruction, along with Directors and Principals of the regional cooperatives, ASB, ASD and PDSD, will meet with the Educational Technology and Informational Technology Coordinators to suggest future needs	Educational Technology and Informational Technology Coordinators will develop plan by March 31, 2006.	Maintenance and replacement plan through May, 2010 will be 100% completed by March 31, 2006.
Continue to utilize Title II D monies as they are available	Prepare an annual Title II D expenditure budget which complies with NCLB Title II D district plan	Title II D monies are expended by end-of- year date annually and purchases comply with district NCLB objectives.	100% annually beginning 2006.

To apply for annual E-Rate funding	Complete E-Rate application by January 15 th annually	To continue to apply for annual E-RATE funding	100% by January 15, 2006, 2007, 2008
To allocate a yearly determined amount of M & O budget to support technology plan and purchases for the district as an ongoing revenue stream	Determine the annual amount and review with committee; Submit budget requests to the Superintendent by March, annually	Annual M & O budget is supported by district contributions/approval of annual amount.	100% complete by September 1 st of each budget year.
Further develop partnership with Vocational Rehabilitation to provide assistive technology to students	<p>Students will purchase equipment that will travel with them after they finish high school, either to post-graduate programs, jobs or college.</p> <p>Students will be trained in the use of the technologies</p> <p>Develop multi-year plan</p>	<p>Students will be identified.</p> <p>Equipment will be purchased and tracked.</p> <p>Multi-year plan will include years through 2008.</p> <p>Students will be trained on the use of the technologies</p>	<p>Identify students who will benefit from program by November 15, 2005.</p> <p>Multi-year equipment plan developed by April 15, 2006.</p> <p>100% of identified students will be trained.</p>

STRATEGIES FOR FINANCING TECHNOLOGY

In this section, provide information as to how the LEA will fund the goals, objectives, and strategies detailed in the previous sections in the first table. In the second table, provide information of when the supporting resources will be acquired.

Supporting Resources:

Source	Amount	Period Available	Status	Purpose and Restrictions
M&O or General Fund	2005-06 1,259,822.10	Annual	Ongoing	Provides infrastructure hardware, software maintenance agreements to support classrooms, and business uses; also pays for PowerSchool, appropriated positions and associated ERE
Critical Needs Funds from Legislature	2005-06 143,108	7/30/05 through 7/30/06	2005-2006	Provides money for critical needs related to assistive technology for students with sensory impairments
Title II-D	2005-06 5639.95	7/1/2005 through 7/1/2008	Pending approval of Ed Tech Plan	25% professional development, assistive technology
NCLB Title IA/ Innovative Ed	2005-06 23,800	Annual	Approved annually	Supports student achievement on assistive technologies; supports innovative technology ideas in the classroom
American Printing House for the Blind (APH)	2005-06 40,871.07	Annual	Approved annually	Federally designated Quota funds for materials for Blind and Visually Impaired
Proposition 301		Annual	Ongoing	Provides funding for staff development and student achievement; Learning Station ASP provides web-based software, materials and content to enhance curriculum
Title II-A	2005-06 6365.00	Annual	Formula awarded annually	Pays for teacher and administrative staff development designed to increase student academic achievement
ASDB Trust Funds	2005-06 49,840.00	10/1/2005 thru 6/30/2008	Available and approved for current year; awarded annually	Provides funding for assistive and misc. technology. Board approved only

e-Rate	Pending	Applied for annually	Will apply annually-2006, 2007, 2008	Provides for Telecommunications costs, ISP costs, and Internet connectivity costs (T-1 lines)
HOVRS	Donation, matching	Annual	Ongoing	Provides hardware and software for Hands-On Video Conferencing at Agency locations across the state
Ed Tech Block Grant, competitive	Pending	Applied for annually	Pending approval Ed. Tech Plan	Technology to schools
Ed Tech Block Grant, formula	Pending	Applied for annually	Pending approval Ed. Tech Plan	Technology to schools
ASSET AZ Schools Services Though Educational Technology; My Compass	Free to Schools	Annual	Ongoing	Provides technology skills assessment tool for teachers and course work to build technology skills
Learning Station ASP	\$3600 (\$1800 fixed + \$1800 - 3.00 per student email)	Annual	Ongoing	Provides web-based software, materials and content to enhance curriculum
Arizona Blind and Deaf Children's Foundation	Grants	Applied for throughout year	Ongoing	Provides technology specific to special projects
Captioned Media Program	Free to teachers and students with membership	Annual	Ongoing	Provides video and DVD content to enhance curriculum
Talking Book Library	Free to students with visual impairments	Ongoing	Ongoing	Provides audio books and players to enhance curriculum
NLS - Library of Congress	Free to students with visual impairments	Ongoing	Ongoing	Provides downloadable books in e-text and Braille
Vocational Rehabilitation	20,000	200	Ongoing	Assistive technology for job-readiness to students enrolled in Voc-Rehab

Use the following table to address Element #12, Section 2413 of Title IID legislation. Describe the supporting resources for the technologies to be acquired that the agency plans to use during each year of the plan.

	Year 1	Year 2	Year 3
Connectivity	M&O	e-Rate, M&O	e-Rate, M&O
Hardware	M&O, Trust Funds, Ed. Technology Block Grant, Critical Needs Funds, Talking Book Library, APH, HOVRS, Voc Rehab, ASDB Trust Funds, Crit. Needs	e-Rate, M&O, Ed. Technology Block Grant, Critical Needs Funds, Talking Book Library, APH, HOVRS, Voc Rehab, ASDB Trust Funds, Crit. Needs	e-Rate, M&O, Ed. Technology Block Grant, Critical Needs Funds, Talking Book Library, APH, HOVRS, Voc Rehab, ASDB Trust Funds, Crit. Needs
Software	M&O, Ed. Technology Block Grant, Talking Book Library, NLS, Learning Station ASP, Vocational Rehabilitation, ASDB Trust Funds, Crit. Needs	M&O, Ed. Technology Block Grant, Talking Book Library, NLS, Learning Station ASP, Vocational Rehabilitation, ASDB Trust Funds, Crit. Needs	M&O, Ed. Technology Block Grant, Talking Book Library, NLS, Learning Station ASP, Vocational Rehabilitation, ASDB Trust Funds
Interoperability	M&O, Ed. Technology Block Grant, Talking Book Library, Learning Station ASP, HOVRS, Title II-A	M&O, Ed. Technology Block Grant, Talking Book Library, Learning Station ASP, HOVRS, Title II-A	M&O, Ed. Technology Block Grant, Talking Book Library, Learning Station ASP, HOVRS, Title II-A
Curriculum Integration	Title IID, Prop 301, ASSET, Talking Book Library Captioned Media Program	Title IID, , Prop 301, ASSET, Talking Book Library Captioned Media Program	Title IID, , Prop 301, ASSET, Talking Book Library Captioned Media Program
Evaluation	M&O, , Prop 301, Title IID, ASSET	M&O, , Prop 301, Title IID, ASSET	M&O, , Prop 301, Title IID, ASSET
Professional Development	Prop 301, Title IID, ASSET	Prop 301, Title IID, ASSET	Prop 301, Title IID, ASSET
Technical Assistance	M&O, ASSET	M&O, ASSET	M&O, ASSET
Support Systems	M&O	M&O	M&O
Software/Courseware	M&O, Trust Funds, Ed. Technology Block Grant, Talking Book Library, NLS, Captioned Media Program Learning Station ASP	M&O, Trust Funds, Ed. Technology Block Grant, Talking Book Library, NLS, Captioned Media Program Learning Station ASP	M&O, Trust Funds, Ed. Technology Block Grant, Talking Book Library, NLS, Captioned Media Program Learning Station ASP
Training/Conferences	301, Title 1	301, Title 1	301, Title 1

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY

YEAR 2005-2006

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

1. List the technologies and professional development opportunities to be acquired during each year of the agency's plan.
Note: At least 25% of the funds allocated to an LEA through the *ED Tech Program*, must be allocated for professional development activities.
2. Choose ONLY those technologies and professional development opportunities for which the agency has reasonable expectations of funding through local, state or community resources and that are not solely dependent on monies provided by the *Ed Tech Program*.
3. Place the cost of these technologies and professional development opportunities in the appropriate column(s) from which the agency intends to take the funds.
4. Remember to transfer the items listed in column one (Acquired Technologies) and column two (*Ed Tech Cost*) to ADE Form 9702 and the Budget Components Report pages in the Application.

Acquired Technologies And Professional Development	Ed Tech Competitive	Ed Tech Formula/ Title IID	M&O Gen. Fund	Co-op Fund	Critical Needs	Title IIA	PROP 301	E - Rate	NCLB Title 1A	Trust Fund	IDEA	Voc Rehab	APH
Technology Staff Payroll ERE			896017 268805										
Staff Development						700			1000				
Technology Hardware		4558	13750	11053						38780		15000	40871
Technology Software		1083	13750	14215		5665			22800	4260		5000	
Other Student Assistive Devices				482									
Warrantees, Licenses			67500										
Assistive Technology				63657	143106					6800	25000		
TOTAL		5341	1259822	89407	143106	6365	5326		23800	49840	25000	20000	40871

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY*

YEAR 2006-2007

Acquired Technologies And Professional Development	Ed Tech Competitive	Ed Tech Formula/ Title IID	M&O Gen. Fund	Co-op Fund	Critical Needs	Title IIA	PROP 301	E - Rate	NCLB Title 1A	Trust Fund	IDEA	Voc Rehab	APH
Technology Staff Payroll ERE			896017 268805										
Staff Development						700	5326		1000				
Technology Hardware		4558	13750	11053						38780		15000	40871
Technology Software		1083	13750	14215		5665			22800	4260		5000	
Other Student Assistive Devices				482									
Warrantees, Licenses			67500										
Assistive Technology				63657	250000					6800	25000		
TOTAL		5341	1259822	89407	250000	6365	5326		23800	49840	25000	20000	40871

*Estimates based on SY 2005-06 and proposed funds

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY

YEAR 2007-2008

Acquired Technologies And Professional Development	Ed Tech Competitive	Ed Tech Formula/ Title IID	M&O Gen. Fund	Co-op Fund	Critical Needs	Title IIA	PROP 301	E - Rate	NCLB Title 1A	Trust Fund	IDEA	Voc Rehab	APH
Technology Staff Payroll ERE			896017 268805										
Staff Development						700	5326		1000				
Technology Hardware		4558	13750	11053						38780		15000	40871
Technology Software		1083	13750	14215		5665			22800	4260		5000	
Other Student Assistive Devices				482									
Warrantees, Licenses			67500										
Assistive Technology				63657	250000					6800	25000		
TOTAL		5341	1259822	89407	250000	6365	5326		23800	49840	25000	20000	40871

*Estimates based on SY 2005-06 and proposed funds.

ACCOUNTABILITY AND EVIDENCE OF ACCOMPLISHMENTS

List the people and activities developed to monitor progress and accountability in implementing the technology plan.

Things to consider:

- *What set of evaluation questions will most effectively yield answers to whether and how your district needs were addressed through funding provided by the grant?*
- *What evaluation strategies (e.g., interviews, questionnaires, classroom observations, teacher-driven action research projects, analysis of student products or scores) will most effectively provide the data needed to address your evaluation questions?*
- *When addressing accountability measures, what is the quality, reach, and impact of your project's work?*

The Educational Technology Committee will meet quarterly to review and revise the technology plan. ASDB views the plan as an on-going improvement plan, and it will be evaluated closely for student achievement. Student achievement will be defined by

AYP, AIMS scores, MAP and TerraNova scores, as well as quarterly progress on individual IEPs.

The technology committee will ask the following questions:

1. Do teachers have the technology knowledge-base necessary to infuse technology into the curriculum?
2. Can our students be computer literate by 8th grade?
3. Can we provide our students with the necessary assistive technology and training so they can access the general curriculum?
4. How will we afford to replace/upgrade equipment when it becomes necessary?
5. With limited technology staff resources, how can we ensure teachers have the technology support they need?
6. How do we increase communication between geographically distant areas of the Agency?
7. Do parents have knowledge of the assistive technology needed/used by their students at school?

The core technology committee will be involved in leading the development of plans, evaluating results, and making any necessary adjustments to the plan. Progress and evaluation can be charted as follows:

Question	Strategies/ Activites	Expected Impact
Do teachers have the technology knowledge-base necessary to infuse technology into the curriculum?	Trainings on specific technologies, ASSET classes, supervision of technology integration into curriculum	Teachers will be able to use technology with their students across the curriculum
Can our students be computer literate by 8 th grade?	Student skills checklist implemented	Students will show progress on the AZ State Standards on technology, as documented on the technology checklist
Can we provide our students with the necessary assistive technology and training so they can access the general curriculum?	Assistive technology funding obtained; Assistive technology checklist aligned with state standards implemented; Assessment tools developed and implemented	Students with sensory impairments will have the same access to the general curriculum as students without sensory impairments; Test scores and performance measures will show improvement
How will we afford to replace/upgrade equipment when it becomes necessary?	Annual replacement and maintenance plan will be developed All possible funding sources will be explored and applied for	A plan will be in place to replace and add technology for students
With limited technology staff resources, how can we ensure teachers have the technology support they need?	Teacher/technology staff teaming Peer coaching system	A peer coaching system will be in place. Teachers will know where to go for technology assistance
How do we increase communication between geographically distant areas of the Agency?	HOVRS, infrastructure improvements	Students and staff will have more opportunities to communicate with colleagues, families and community members across the

Question	Strategies/ Activites	Expected Impact
		state to increase student achievement
Do parents have knowledge of the assistive technology needed/used by their students at school?	Parent training Website information	Parents will know what, where and how to assist their own children with assistive technology in the home

<u>Position</u>	<u>Person Responsible</u>	<u>Activity</u>
Supervising Teacher Educational Technology Plan and Assistive Technology - Coordination	Samuel Ace	Works with Principals, Directors, Superintendent and Assistant Superintendent to coordinate educational and assistive technologies; Works with Staff Development Specialist technology-related professional development; Works with Information Technology Coordinator to provide software and hardware to students; Oversees Educational Technology Plan; Oversees technology on Tucson Campus
Technology Committee	All	Reviews and revises technology plan; monitors implementation of plan
Information Technology Coordinator	David Tamminga	Administers Agency infrastructure and business applications; Oversees informational technology staff
Assistant Superintendent of Curriculum and Instruction	Robert Hill	Facilitates curriculum planning, oversees Principals and Directors of site-based schools and Regional Cooperatives
Staff Development Specialist	Kathy Kreimeyer	Coordinates staff development activities
Technology, Library and Media Specialist, PDSD	Lori Elliott	Oversees technology on Phoenix Campus
Site-based Technology Teachers	All	Implement technology curriculum at site-based schools
Site-based teacher mentors		Train teachers in educational and assistive technologies
Director, Career and Technical Education	Sharon Lunger	Oversees educational technology on Tucson Campus
Principals	Dorinda Rife, Sue Hunter, Bradley Knudson	Oversee lesson plans, technology integration, site-based programs
Directors, Regional Cooperatives	All	Oversee lesson plans, technology integration for students served in local school districts
Accountability Specialist	Lisa Jackson	Oversees Agency's standardized testing programs

COORDINATION AND ALIGNMENT OF LOCAL FUNDS

In this section, describe how your district/charter coordinates or aligns the other federal, state and local funds and with district/charter consolidated plans and/or individual schools' School Improvement Plans.

The Arizona State Schools for the Deaf and the Blind coordinates the expenditures of funds based upon the needs of the overall education program needs and individual student needs on a statewide basis. Technology and equipment needs are met through a variety of funding sources. ASDB's budget is approved on an annual basis by the Legislature. Other funds coming to the Agency are through state and federal flow through dollars such as NCLB and IDEA Basic. All

funds are identified to determine use based upon federal and state guidelines. Usage for technology is based upon these guidelines and needs identified for carrying out educational programs.

The School Improvement and Self Study Plans for the Agency include a component for technology as it plays such a vital role for our students. In order for our students to access the general education curriculum on an equal basis to their non-disabled peers, they must have technology become a part of the educational process on a daily basis. Through these plans, technology needs are anticipated and incorporated in to our provision of services to deaf and blind students served through an ASDB Program.

TECHNOLOGY PLAN RESOURCES

Websites in Support of Arizona's Technology Plan and Resources to Assist with Completing a Technology Plan

Arizona Department of Education, Technology Support

<http://www.ade.az.gov/technology/>

Research based results to be shared during the course of the plan's implementation

<http://www.ed.gov/nclb/research/>

RTC tech planning and support

http://www.sansimon.k12.az.us/tech_info.htm

Regional Training Centers

<http://www.ade.state.az.us/rtc/>

Arizona Department of Education, Technology Curriculum

http://www.ade.state.az.us/state_tests_acad_stds.asp

Nov 26, 2001 Accountability Program

<http://www.ade.state.az.us/services/pio/press-releases/2001/pr11-26-01.asp>

March 7, 2002 Accountability Report

<http://www.ade.state.az.us/services/pio/press-releases/2002/pr3-07-02.asp>

Arizona School Facilities Board (standards for infrastructure, hardware and software)

http://www.sfb.state.az.us/sfbmain/core_home.asp

Arizona Education and Technology Alliance (professional association)

<http://www.aztea.org>

Arizona Educational Media Association (professional association)

Arizona Association of School Business Officials

<http://www.asbointl.org/>

Arizona K-12 Center Administrative Grant

http://www.sfb.state.az.us/sfb/sfbdoc/announcements/AzK12_brochure.pdf

COPI reference to support for mentor model

<http://www.seattleschools.org/area/it/studies.xml>

Evaluation and Research of Educational Technology -

<http://www.ed.gov/technology/evaluation.html>

South East Initiatives Regional Technology in Education Consortium

<http://www.seirtec.org/>

ISTE International Society for Technology in Education

<http://www.iste.org>

NOTE: For information on developing an acceptable use policy, visit

http://www.netc.org/tech_plans/aup.html